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ABSTRACT

This operational policies manual is for adult programs developed by the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education, and is designed for administrators, teachers, and others responsible for adult vocational home economics programs. The first part of the guide consists of a historical overview of home economics adult programs and general information about programs: supervision and support of adult programs, curriculum services, establishing local programs, reports, PRIDE (Program Review for Improvement, Development, and Expansion) in vocational education and guidance, adult education full-service centers, adult job training programs, program development and implementation, and full-time and hourly job training programs. The second section of the guide describes seven programs: adult consumer homemaking, adult consultative, displaced homemaker, family life education, GOALS (graduation, occupation, and living skills), transition, and work and family. Appendixes to the guide provide information on reimbursement for federally funded programs; supervisory regions for vocational home economics and vocational education personnel development regions in Ohio; lists of personnel development regional center directors and materials available from the Instructional Materials Lab; a sequence for developing vocational education planning districts with PRIDE; a glossary; and a liaison list. (KC)

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Adult Vocational Home Economics

Operational Policy Manual

Home Economics Education Service
Division of Vocational Education
Ohio Department of Education
65 South Front Street, Room 912
Columbus, Ohio 43266-0308
(614) 466-3046

of Adult Vocational Education

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INTRODUCTION

The operational policies manual is for adult programs developed by the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education, designed for administrators, teachers, and other individuals responsible for adult vocational home economics programs. Individuals responsible for adult vocational home economics education in Ohio will periodically receive updated copies of this manual.

Adult vocational home economics programs are based on the need to prepare adults for family and career transitions and for entry into today's work force. This manual establishes sets forth policies for initiating and operating adult vocational home economics programs.

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HISTORICAL OVERVIEW OF HOME ECONOMICS ADULT PROGRAMS

Vocational home economics adult programs serve populations with diverse needs in the arenas of career and home, as a result of economic, social, and technological changes. The Ohio's adult home economics programs are listed below in chronological order by their date of origin, followed by the population served and the program goals.

PROGRAM AND DATE OF ORIGIN	POPULATION SERVED	PROGRAM GOAL
Consumer and Homemaking (1918)	Individuals seeking to improve work and family life.	To prepare adults for the work of home and family.
Job Training (1964)	Individuals preparing for a new occupation or retraining for a current position	To prepare for employment in home economics occupations, including child-care service, community and home service, fabric service, home furnishings and equipment service, bakery service, catering service, therapeutic recreation, and small business management.
Family Life (1967)	Families from Ohio's depressed areas	To strengthen individuals and families through developing parenting, consumer management, homemaking, and job-readiness skills.
Displaced Homemaker (1978)	Displaced homemakers Single Parents and Homemakers	To provide instruction in personal development, career exploration, employability, and resource management help displaced homemakers and single heads of household to (1) cope with new life situation, (2) overcome barriers to becoming independent and employable, and (3) secure training and employment.
Graduation Occupation, and Living Skills (GOALS) (1980)	Single parents and homemakers who are sixteen to thirty years old and have dropped out of school	To help single parents become effective parents, complete their education, acquire a skill, obtain a job, and develop a positive attitude toward the roles of parent, homemaker, and wage earner.
Transitions (1983)	Dislocated workers and the unemployed	To provide preemployment and career transition instruction in the areas of personal development, resource management, employability, and career exploration to help unemployed adults enter ABE/GED preparation, secure skill training, and obtain employment.
Work and Family (1985)	Employed adults	To offer courses to balance work and seeking assistance in family responsibilities, improve balancing work and productivity, and reduce anxiety family associated with work and family stresses.

PROGRAM INFORMATION

SUPERVISION AND SUPPORT OF ADULT PROGRAMS

Adult programs may be supervised by a local home economics supervisor, an adult education supervisor, or a home economics adult consultant, with the support of state staff and others.

Local Home Economics Supervisor

Experience has indicated that local schools that employ a qualified individual to promote, organize, and supervise home economics programs have a better opportunity for success in meeting the students' and community's needs.

Adult Education Supervisor

A certified full-time supervisor of adult education programs may be approved for reimbursement to a school district when they have a minimum of eight unit-based (900 clock hours per year) adult education classes. Reimbursement is approved for 12 months (48 weeks) of employment, and is based on salary schedules established yearly by the Division of Vocational and Career Education, Division of Vocational and Career Education, Ohio Department of Education. Appendix A shows a reimbursement schedule for vocational programs.

Initial certification requirements for adult supervision are the same as those for supervision of secondary education. A provisional vocational supervisor's certificate is issued to individuals who

- Hold a baccalaureate degree representing successful completion of an approved program that includes 30 semester hours of course work
- Successfully complete an examination prescribed by the State Board of Education
- Are recommended for certification by the dean or head of teacher education at an approved institution
- Complete three years of satisfactory teaching experience under a standard vocational education teaching certificate

The 30 semester hours of course work include a vocational core, a supervision core, and a curriculum and instructional leadership core. For more specific information, refer to Ohio's Teacher Education and Certification Standards or contact an approved teacher education program.

Home Economics Adult Consultant

A vocational education planning district (VEPD) employs the adult consultant for a minimum of ten months at forty hours per month to develop and promote vocational home economics adult education programs within the VEPD. The adult consultant must hold a valid vocational home economics teaching certificate and must have had a minimum of one year of teaching experience in vocational home economics. Additional experiences in community service are desirable. Salary and travel reimbursement are determined annually by the Division of Vocational and Career Education. The Home Economics Education Service, Division and Department is no longer funding new positions as adult consultants.

The adult consultant performs duties in relation only to the home economics service area. Typical duties are listed below each of which is followed by the consultants which is not to vary more than 10 percent.

- Assess community needs for course work in adult vocational home economics by coordinating program planning with community agencies, service organizations, businesses, and institutions; initiate and promote course offerings in adult vocational home economics (45 percent)
- Prepare publicity for full-time and part-time adult vocational home economics course offerings (15 percent)
- Provide inservice assistance to full-time and part-time vocational home economics instructors (10 percent)
- Provide assistance to full-time and part-time vocational home economics instructors in developing courses of study and course outlines (10 percent)
- Work with adult home economics advisory committee(s) in planning programs (5 percent)
- Assist in locating and orienting qualified instructors (5 percent)
- Assist in locating adequate classroom or laboratory facilities (5 percent)
- Attend state-sponsored inservice meetings for adult consultants (5 percent)

State Staff

The state staff is available upon request to assist school districts by

- Meeting with boards of education, advisory committees, and school administrators to discuss adult vocational home economics programs
- Providing information to school administrators on standards, criteria, and legislation related to adult vocational education programs
- Developing long-range plans for program operations
- Implementing periodic reviews of state-funded vocational programs
- Informing school administrators of new trends and practices in home economics education
- Helping develop an overall plan for vocational home economics education
- Implementing and reviewing standards according to the Ohio State Plan for Vocational Education
- Helping school administrators establish cooperative relationships between the business community, secondary programs, and adult programs

The state staff is available upon request to help technical and/or community colleges

- Meeting with technical and/or community college administrators and instructors in order to promote and develop vocational home economics programs
- Providing information to technical and/or community college administrators on standards, criteria, and legislation related to vocational home economics programs
- Providing a plan to review vocational home economics associate degree programs on a five-year cycle
- Helping technical and/or community college faculty and administrators establish articulation agreements between secondary and postsecondary programs

State staff members are assigned to serve school districts on a geographical basis. Refer to Appendix B for your school's supervisor.

Teacher Education Services

Teacher educators are located in approved teacher education institutions and upon request will help local administrators and teachers

- Develop and improve curriculum
- Develop and recommend instructional materials that may be used as resource materials
- Develop and provide inservice programs for vocational home economics instructors
- Provide courses to keep teachers current with modern vocational home economics practices

In addition, five professional development centers have been named to provide specific services for the Division of Vocational and Career Education, Ohio Department of Education. Appendix C gives a map of the vocational education personnel development regions and Appendix D lists the personnel development regional center directors.

CURRICULUM SERVICES

Educational materials for vocational home economics education are available through the Instructional Materials Laboratory (IML), The Ohio State University, 842 West Goodale Avenue, Columbus, Ohio 43212, (614) 221-4950. A free catalog which describes the educational materials is available from the IML upon request. The IML provides the following materials and services:

- Curriculum guides -- task and occupational analysis
- Audiovisual aids
- Instructional materials
  See Appendix E for a list of materials currently available from the IML.

PROCEDURE FOR ESTABLISHING LOCAL PROGRAMS

The following procedure should be followed when establishing local programs:

Determine and Verify Need for Training

The first step in establishing a new program in a district is to identify and substantiate the community's need for such training. The need for a consumer homemaking hourly course or consultative program may be identified through a community survey or by a review of the number of requests for such training by the school district. The school district must substantiate employment

opportunities before establishing a job-training program. Sources of employment information include local and state offices of the Ohio Bureau of Employment Services; Local Education Agency Plan (LEAP) statistics, available through the vocational educational planning district superintendent; and locally sponsored surveys.

Establish a Local Advisory Committee for the Proposed Program

An advisory committee should be established for the proposed program to give advice and counsel on all programs to be offered. Advisory committee membership should represent the public that the program serves. Committee members may be employees, community agencies, trade associations, the general public and educators. The advisory committee should help plan, promote and evaluate the program.

Secure Preliminary Assistance and Approval

Contact the Home Economics Education Service, Division of Home Economics, Ohio Department of Education for preliminary program approval and for assistance in facility planning and program design. The local administrator should request for preliminary unit approval from the assistant director for Business/Industrial Training and Development, Division of Vocational and Career Education, Ohio Department of Education, using Form VE-26A, Application for Preliminary Approval. Preliminary unit approval may be granted no earlier than 60 days in advance of the program's start date. The current Vocational Education VE-21 Opening Report Manual gives specific directions for completing the form.

Plan Program Design and Operation

Utilizing personnel from the Ohio Department of Education or the local planning district, identify the programs specific nature. The students to be served, the facility requirements, the scheduling and the length of program, and the program type must be determined.

Prepare the Course Outline

With the advisory committee's assistance, determine the course content. A tentative course outline that includes the concepts to be taught, as outlined by the advisory committee, should then be developed. Provide an estimate of the time required to teach the course.

REPORTS

Reports requesting reimbursement and verifying enrollments must be sent to the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education, 65 South Front Street, Room 912, Columbus, Ohio 43266-0308. These include:

Form VE-21 Opening Report

The purpose of Form VE-21 is to obtain information needed for statistical and financial reimbursement reports. It is to be sent to the Division of Vocational and Career Education, Home Economics Education Service, no later than 30 days after the class begins in order to secure reimbursement approval. The Department no longer requires a separate course outline for hourly programs. Documentation of course content will be obtained through the course title listed on the bottom of Form VE-21 in Section 36 as it is advertised locally to the public.

Form VE-22 Closing Report

This form aids in meeting federal reporting requirements by collecting data for each class, including race, sex, disadvantaged or handicapping conditions, and language fluency. Information regarding current reporting requirements is available from Research, Survey, Evaluation, and Exemplary Programs, Division of Vocational and Career Education, Ohio Department of Education.

Form VE-26A Application for Preliminary Approval of New or Expanding Programs

The purpose of Form VE-26A is to obtain preliminary approval for new or expanding vocational program offerings. Form VE-26A is to be submitted to the assistant director for Business/Industrial Training and Development no more than 60 days prior to the start of the program. This form is also to be used by school districts that are planning to discontinue a currently reimbursed vocational program.

Form VE-27 and Form VE-28 Reports

Required for federal reporting for Family Life programs only.

PROGRAM REVIEW FOR IMPROVEMENT, DEVELOPMENT, AND EXPANSION (PRIDE) IN VOCATIONAL EDUCATION, AND GUIDANCE

The primary purpose of Ohio's PRIDE process is to improve the quality of vocational education and guidance in Ohio through the combined efforts of local and state personnel. In this comprehensive review system, vocational teachers, administrators, supervisors, counselors, and state personnel plan for quality vocational education.

The PRIDE process addresses four variables for program instruction: (a) curriculum and instruction, (b) facilities and equipment, (c) staff, and (d) student assessment. The review requires

the involvement of students, administrators, citizens, employers, parents, and the Ohio Department of Education. Each school district completes the PRIDE process on a five-year revolving basis. The **Program Review for Improvement, Development and Expansion (PRIDE) Manual** provides specific details. The five year PRIDE schedule is listed in Appendix F.

ADULT EDUCATION FULL-SERVICE CENTERS

The Full-Service Center network offers technical training, support services, and job enrichment programs across the state of Ohio. Each center has advanced technological capabilities, modern equipment and facilities, and skilled instructors to provide Ohio's citizens with the skills needed to compete in today's competitive job market.

The Home Economics Education Service, in partnership with the other five service areas in the Division of Vocational and Career Education, Ohio Department of Education funds programs that support the Adult Education Full-Service Center requirements.

To qualify as a full-service center, a system must have at least six different full-time skill-training programs in at least three of the six skill-training areas (Agriculture, Business, Home Economics, Health, Marketing, and Trade and Industrial). Full-time program requirements mentioned above must be in skill training for at least five of the six programs.

Consultative units, such as Work and Family, Farm Business Planning and Analysis, Human Resource Development, Small Business Management, Diversified Industrial Training, Diversified Automotive Technology, Business Education/Industry Partnership, and Family Life, may be used to meet one of the required six programs. Supportive units, such as Transitions, Displaced Homemaker, and GOALS, and adult enrollment in a secondary program, **do not** qualify as requirements for a full-time skill-training program. For more details, see the Adult Full-Service Center Proposal, available upon request from the Assistant Director for Business/Industrial Training and Development, 65 South Front Street, 907 Ohio Departments Building, Columbus, Ohio, 43266-0308.

ADULT JOB TRAINING PROGRAMS

GENERAL INFORMATION

Program Description

Job-training programs are designed to prepare individuals for home economics related occupations. The training is for individuals who are employed and need improved skills for their current employment or for individuals needing initial training or retraining. Training programs include: child care service; food service; community and home service; fabric service; home furnishings, equipment, and services; bakery service; catering service; therapeutic recreation service; and home economics small business management.

Program Goals

Program goals are to

- Prepare individuals for home economics related occupations
- Prepare persons who have completed or left high school and are available for employment or who are already employed, but need retraining in preparing for a new occupation
- Provide training for persons who are employed and need additional skills or knowledge due to new job demands

Target Audience

Adult job training programs target those adults who need training in preparing for a new occupation, or those who are employed who need additional skills or knowledge for their occupation.

School District Eligibility

All school systems are eligible to offer adult job-training programs as community needs dictate. Full-time program offerings must have the VEPD superintendent's approval.

PROGRAM COMPONENTS

Course of Study

A course of study following the guidelines outlined by the Division of Elementary and Secondary Education, Ohio Department of Education is recommended for adult job-training programs. The recommended components include

- Cover Sheet
- Statement of Approval by Board of Education (optional)
- Table of Contents
- Introduction
- District Philosophy and Goals
- Program Philosophy
- Program Goals
  - Program Objectives
  - Subject Objectives
- Scope and Sequence
- Evaluation Policy
- Sample Course Format

In addition, the Division of Vocational and Career Education, Ohio Department of Education, has identified the Instructional System Design (ISD) as the system to follow in developing the course of study. The ISD model not only encompasses these basic standards but includes four additional components, which are

1. Course Outline
2. Instructional Program Strategies
3. Grouping and Scheduling of Laboratory Activities
4. Related Instructional Content

The ISD model is available for review from the Instructional Materials Laboratory (see Appendix E). Standards require courses of study to be updated and approved once every five years.

Related Class

This is a block of time designated for classroom activities involving technical, general, and/or guidance information related to the occupation. This time is separate from that for scheduled laboratory activities and should make up no less than 30 percent of total course time.

> Technical information deals with the properties and the specifications of materials, procedures, tools, and equipment. It involves principles of mathematics, science, behavioral science, and communication that enable students to form correct judgments and make proper decisions in performing job tasks. The information may be taught on an individual or a small-group basis, depending on the demands of production and the limitations of the facilities and equipment.
>
> General information includes social, economic, and indirect science, math, and communication skills not required to perform a specific task but representative of several occupations or many tasks. Such information contributes to students' overall employability and to their understanding of trends and influences.

Guidance information helps students choose, prepare for, and secure a job, and make progress in an occupational field. Guidance activities may occur in a group or an individual setting.

Scheduling

Classes for adults may be scheduled at any time of the year that is convenient for staff and students. The class schedule should be planned in accordance with the participants' needs in order to achieve and maintain enrollment.

Enrollment

A minimum of 12 individuals must be enrolled in a course to receive state reimbursement. As in all courses, attendance will vary, but an average daily attendance of 10 should be maintained.

Program Promotion

Programs should utilize locally developed brochures, catalogs, and newspaper ads to promote job-training.

Distribution of Instructor Time

The teacher assigned to an adult job training program is responsible for

- Planning and supervising student learning activities in related instruction and laboratory
- Evaluating student comprehension of related instruction and of skills developed through laboratory experience
- Developing a course of study for the program
- Maintaining and using an active advisory committee of business, industry, and school representatives
- Maintaining accurate records of student progress
- Maintaining department management and financial records
- Maintaining local and state follow-up records of program completers, the Division of Vocational and Career Education complies by using Form VE-22 (Closing Report), and Form VE-23S (Student Survey for Program Completers and Leavers from Vocational Education)
- Attending state-sponsored inservice meetings for professional growth

- Developing or helping designated district personnel developing recruitment tools and plans to insure adequate program enrollment

Advisory Committee

An advisory committee should be formed and should meet at least two times during the fiscal year. This committee should help the adult director and teacher plan, promote, gain community support for, and evaluate job-training programs.

Facilities and Educational Resources

Facilities and equipment should relate to established program objectives and be flexible enough to accommodate the program. There should be space for individual conferences, large and small-group instruction, telephone access, an instructor desk, and clerical assistance. Educational resources should relate to the course of study and to participant needs.

Reports

The Vocational Education VE-21 Opening Report Manual gives due dates for the following job-training report forms:

- VE-21 Opening Enrollment Report
- VE-22 Closing Report
- VE-26A Application for Preliminary Approval of New or Expanding Programs
- PRIDE (initial and follow-up reports)

Use of Course Title on VE-21

The Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education, not longer requires a course outline for job-training programs. Documentation of course content can be determined through the course title, listed on the bottom of the Form VE-21 as it is advertised locally to the public. Please indicate this course title in Block 36, teacher schedule block.

Nonreimbursed VE-21's

Nonreimbursed VE-21's will be accepted only if all program criteria have been met except class enrollment and payment of the instructor. In filing nonreimbursed VE-21 forms, assurance must be made that vocational education had a part in the program beyond providing the facility.

Inservice Training

Instructors are required to attend state sponsored inservice meetings.

Operational Budget

The Ohio Department of Education, Division of Vocational and Career Education, reimburses the local district for approved adult education programs at rates based on the state listing of vocational education priorities and on annual education reimbursement schedules. Current information about priorities and rates can be obtained by contacting the Division of Vocational and Career Education. Appendix A provides the reimbursement rates in effect at the time of this printing.

Travel Funds

Travel funds appropriated from the state are only available for adult job-training cooperative programs. Local travel funds may be appropriated for other adult job-training programs at the local board of education's discretion.

Certification of Home Economics Job Training Teachers

It is highly recommended for an individual desiring to teach an adult home economics job training course to have a provisional vocational education certificate in the specific subject area. However, if an individual with the provisional vocational education certificate is not available, a one-year adult certificate should be obtained for the individual hired to teach the job-training course.

Provisional Vocational Education Certification 3301-23-09

The provisional vocational education certificate, valid for teaching the subjects named in such certificate, shall be issued to an individual who is deemed to be of good moral character; who has successfully completed an approved program of teacher preparation, including an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. The approved program shall provide for the following:

1. Baccalaureate Program

   The baccalaureate program includes

   a. General Education shall include a minimum of 30 semester hours of course work well distributed over the humanities, mathematics, natural sciences, and social sciences.

b. Professional Education shall include a minimum of 24 semester hours of course work and clinical and field-based experiences designed for teaching vocational education subjects.

c. Curriculum Content shall include a minimum of 45 semester hours of technical course work and 2 years of recent, related work experience in the teaching area or a directed occupational experience under the supervision of a vocational teacher educator.

One-Year Vocational Certificate 3301-23-10

The one-year vocational certificate, valid for teaching the subject named in such certificate, shall be issued to an individual who is deemed to be of good moral character; who has completed at least four semester hours of preservice education at a college or university approved for vocational teacher education; who has completed an examination prescribed by the State Board of Education to verify basic skills and technical competence in the teaching area; and who meets at least one of the criteria listed below. A certificate may be renewed a maximum of three times on completion of a minimum of four semester hours of approved course work for each renewal. Currently, preservice education is not available to adult instructors (Laws and Regulations Governing Teacher Education and Certification).

A. Job-Training Program

- Single and multiple areas. Holds a baccalaureate degree and evidences 30 semester hours of technical course work related to the teaching area and at least two years of recent, related work experience; or
- Single area
  - Holds an associate or technical degree and evidences at least three years of recent, related work experience; or
  - Holds a high school diploma or the equivalent and evidences at least five years of work experience in the teaching area, of which three years shall be recent, related work experience.

B. Home Economics Consumer Homemaking Education

- Holds a baccalaureate degree, and
- Evidences at least 30 semester hours of technical course work related to the teaching area.

One-Year Adult Certificate

The one-year adult certificate is used by all service areas and by full-time or part-time teachers. The initial certification application, to be coded #08 and #20, is approved on the basis of the superintendent's signature. The certificate is issued for a single vocational taxonomy code and is valid for one year only. It has no requirements for renewal.

In order to receive a certificate, it is important for the applicant in a unit-reimbursed program to meet the requirements for the initial one-year vocational certificate, outlined in chapter 10 of the Laws and Regulations Governing Teacher Education and Certification.

Taxonomy Descriptions

Programs in home economics job training may be developed from the following eight taxonomy areas. The Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education can assist in developing specific titles and course outlines.

1. Child-Care Service 09.0201

   Students are prepared for paid employment at entry, assistant, and management levels of occupations involving child care and guidance. The program includes instruction and experiences to develop competencies in teaching and guiding young children. Learners may study child growth and development, nutrition, program planning and management, safety, behavior, guidance, recreational and play activities, child abuse and neglect, communicable diseases, parent and child center relationships, and laws, regulations, and policies relating to child-care services and the maintenance of children's environment. Employment opportunities may be available to workers in public, private, or parochial child-care settings, recreational centers, and other institutions serving children.

2. Fabric Technology 09.0202

   Students are prepared for paid employment in clothing and textile management, production, and care, including construction, fabric and fabric care, and pattern design. The program includes instruction and experiences to develop competencies in the principles of clothing selection, the fitting and alteration of ready-to-wear garments, custom and commercial apparel construction, the use and care of home and commercial equipment, the interpretation of fashion and/or fabric coordination and merchandising, custom

tailoring, and clothing maintenance--including dry cleaning and laundering services. Employment opportunities are available in the design, construction, cleaning, and sales of apparel and textiles.

3. Food Service 09.0203

Students are prepared for paid employment in managerial, production, and service jobs in various food service operations. The program includes instruction and experiences to develop competencies in the selection, storage, purchase, preparation, and serving of quantity foods and food products, the knowledge of nutrition and special diets, in the knowledge of safety and sanitation procedures, in the use and care of commercial equipment, in the knowledge of serving techniques, and in the management of food establishments. Employment opportunities are in commercial food operations, school food service, health care facilities, institutional kitchens, day-care centers, industrial plants, hotels and lodges, and privately owned businesses.

4. Home Furnishings, Equipment, and Services 09.0204

Students are prepared for paid employment in occupations dealing with home furnishings and equipment. The program includes instruction and experiences to develop competencies in selecting and maintaining home furnishings and/or equipment; assisting interior designers, decorators, or professional home service directors; custom-making slipcovers, draperies, curtains, window treatments, and upholstery; and designing accessories, such as floral arrangements. Employment opportunities are in furniture stores, department stores, retail outlets, and businesses dealing with the production of draperies and slipcovers.

5. Community and Home Service 09.0205

Students are prepared for paid employment in occupations such as homemaker-home health aide and institutional housekeeping aide. The program includes instruction and experiences to develop competencies in assisting consumers in the institutional and executive management of housekeeping, institutional cleaning, hotel and motel housekeeping, and contract cleaning: providing caring and enabling services to the infirmed in their own homes and in institutions; assisting homemakers with managing household tasks; and assisting consumers with making decisions related to housing, food, clothing, and the use of community resources. Employment opportunities are in private homes, hotels, motels, and institutions, and with agencies or groups providing personal services to individuals.

6. Baker Service 09.0223

Students are prepared for paid employment in occupations dealing with the production of bakery products, such as bread, cakes, pies, cookies, doughnuts, and various specialty items. The program includes instruction and experiences to develop competencies in blending, sifting, mixing, shaping, baking, decorating, packaging, and merchandising baked goods; mastering preparation techniques; using and caring for commercial equipment; observing safety and sanitation procedures; and determining cost and quality-control factors. Employment opportunities are in large baking plants, hotels, and restaurants, institutional kitchens, and small bakery businesses.

7. Home Economics Small Business Management 09.0297

This instruction for adult learners emphasizes developing a home economics related skill into an income-making enterprise. Content includes the processes and requirements for managing and selling through a home-based or small business. **Funding for this program is available only on an hourly basis.**

8. Multi-Area Program*

Students enrolled in a Multi-Area program may be employed in any one of the home economics job training taxonomy areas. The program operates as a senior-yearcooperative, with the on-the-job employer providing instruction, experience, and competencies in a specific taxonomyu. The instructor supervises students placed on the job and provides instruction common to all taxonomy areas. Employment is specialized and individualized according to student need.

*There is no separate taxonomy number for the Multi-Are program. The specific number of the two or more areas included in the program are used for reporting (may be 09.0201, 09.0202, 09.0203, or any of the other taxonomies).

JOB TRAINING FULL-TIME PROGRAM SPECIFICS

In-School Programs

Preparatory programs may be organized on the basis of 36, 40, 44, or 48 weeks. Students may attend class from 15 to 25 hours per week. The number of weeks and clock hours determines the level of unit reimbursement, as shown by the following chart:

Unit Approved	Per Fiscal Year Number of Hours/Weeks	Total Hours
.60	15/36	540
.80	20/36	720
1.00	25/36	900
1.11	25/40	1000
1.22	25/44	1100
1.33	25/48	1200

A maximum instructor lead-in time of two weeks may be added to the term chosen. This time should be used to plan and prepare course activities before the students' arrival.

Use of multiple teachers for class instruction is permitted as follows:

Unit Approved	Number of Instructors
.60	1 instructor
.80	2 instructors
1.00	3 instructors
1.11	3 instructors
1.22	3 instructors
1.33	3 instructors

Multiple instructors may not be used in cooperative programs.

Enrollment

Postsecondary funding is available for full-time adult units in labor market job specific programs that fall below the minimum enrollment of 12 students. Units that fall below the 12 student minimum will be prorated down to and including the level of 8 students. No unit will be funded with less than 8 students. Partial funding is calculated using the VE-21 form opening enrollment.

Cooperative Program

This involves classroom instruction in a school facility with a qualified teacher-coordinator. Occupational skills are developed through paid, on-the-job experiences with a cooperating employer in the community or the school system. The student is under the direct supervision of the employer and the teacher-coordinator.

Policies of the Division of Vocational and Career Education, Ohio Department of Education, require a training agreement to be developed and kept on file locally for each student entering an employee-employer relationship. The agreement identifies conditions of employment, attendance, wages, hours, policies, and punctuality. It must be signed by the student, the employer, and a school official.

The cooperative teacher should have available uninterrupted block of time (2-1/2 to 3 hours) to plan, promote, supervise, and evaluate student work experiences; make contacts with business and industry; and establish and maintain records.

Program Types

40 - Postsecondary Associate Degree, In-School
48 - Postsecondary Associate Degree, Cooperative, Regular
60 - Full-time Adult, Regular, In-School
68 - Full-time Adult, Cooperative, Regular
70 - Full-time Adult, Disadvantaged, In-school
75 - Full-time Adult, Disadvantaged, In-School
77 - Full-time Adult, Handicapped, In-School (JTPA only)
78 - Full-time Adult, Disadvantaged, Cooperative
7J - Full-time Adult, Handicapped, Cooperative
7A - Full-time Adult, In School, Handicapped

The current Vocational Education VE-21 Opening Report Manual further clarifies the program types.

Slot In/Slot Out

Within the time requirements for a unit program, a "slot in/slot out" concept may be used. These courses must meet the following specifications:

1. Concept I:

   Consists of a continuous curriculum of 36 weeks in length in modules of at least 120 hours in length. Student enrollment to begin the class is to be 12 and the average daily membership is to be 10. No part of the curriculum is to be repeated. A minimum of 30 percent of course time is to be spent in related classroom instruction.

2. Concept II:

   Consists of a curriculum 10 weeks in length and module(s) at least 250 hours that is/are repeated. Program minimums are 540 hours and 36 weeks in length. Each module requires an enrollment of 12 students and an average daily membership of 10 students. A minimum of 30 percent of course time is to be spent in related classroom instruction.

Secondary Job Training Teachers in Full-time Adult Programs

The total amount of funding that a school may receive for a teacher is a combination of 1.66 units of secondary and adult education.

JOB TRAINING HOURLY PROGRAM SPECIFICS

Course Length and Time

Courses funded under hourly programming may be no more than 539 hours in length. The school district should consider flexible scheduling of classes in order to accommodate employed individuals' needs. Options include day, evening, week, or weekend classes.

Reports

The Vocational Education VE-21 Opening Report Manual gives due dates for the following two reports:

- VE-21 Opening Enrollment Report
- VE-22 Closing Report

Program Types

80 - Part-time Adult, Regular, In-school, Apprenticeship
81 - Part-time Adult, Regular, In-school
91 - Part-time Adult, Disadvantaged, In-school
92 - Part-time Adult, Disadvantaged, In-school (JTPA only)
84 - Short-term Adult, Regular, In-school, New Industry
9B - Part-time Adult, In-School, Handicapped

The current Vocational Education VE-21 Opening Report Manual further clarifies the program types.

ADULT CONSUMER HOMEMAKING PROGRAMS

GENERAL INFORMATION

Program Description

Consumer Homemaking instructional programs are designed to prepare individuals for the work of home and family. The program emphasizes the acquisition of knowledge and the development of attitudes, standards, values, and skills relevant to individual and family life. Instruction includes consumer education, food and nutrition, family living and parenthood, child growth and development, housing and home management, resource management, and clothing and textiles. The program also emphasizes the improvement of the home, the quality of individual and family life, and the enhancement of potential employability.

Program Goals

- Help individuals and families better manage their resources
- Prepare individuals and families to make better consumer choices
- Help family members achieve a more productive and satisfying balance of work and family responsibilities
- Enable family members to select and prepare nutritional foods for themselves and for other family members
- Help parents improve their parenting skills in promoting physical, mental, emotional, and social growth and development
- Prepare families to live in an ever-changing world of technology and to utilize that technology to improve their family and work life

Target Audience

The target audience includes both males and females, to prepare or aid them in combining their work and family responsibilities.

School District Eligibility

All school systems are eligible to offer adult consumer homemaking programs as community needs dictate.

Curriculum

Since programming efforts are based upon local needs, curriculum development for hourly courses is a local responsibility. When the need for a course is verified, responsibility for its development should be assigned to a qualified instructor.

Scheduling

Classes for adults may be scheduled at any time of the year that is convenient for staff and students. The class schedule should be planned in accordance with the participants' needs in order to achieve and maintain enrollment.

Enrollment

A minimum of 12 individuals must be enrolled in a course to receive state reimbursement. As in all courses, attendance will vary, but an average daily attendance of 10 should be maintained.

Program Promotion

Programs should utilize locally developed brochures, catalogs, and newspaper ads to promote hourly programs.

Distribution of Instructor Time

The local school board is responsible for hiring an instructor and for determining this individuals responsibilities. Adequate time should be given for curriculum development, lesson preparation, teaching, and program evaluation. However, reimbursement will be based upon instructor in-class time only.

Advisory Committee

An home economics adult advisory committee should be formed and should meet at least two times during the fiscal year. This committee should help the adult director plan, promote, gain community support for, and evaluate adult hourly programs.

Facilities and Educational Resources

Facilities and equipment should relate to established program objectives and be flexible enough to accommodate the program. There should be space for individual conferences, large and small-group instruction, telephone access, an instructor desk, and clerical assistance. Educational resources should relate to the course of study and to participant needs.

Reports

The Vocational Education VE-21 Opening Report Manual gives due dates for the following two reports:

- VE-21 Opening Enrollment Report
- VE-22 Closing Report

Use of Course Title on VE-21

The Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education, no longer requires the submission of a course outline for hourly programs on a reoutine basis. Course outlines should be kept on file to share with students and state staff to document course content. Courses of study are not required for hourly courses. Documentation of course content can be determined through the course title, listed on the bottom of the VE-21 as it is advertised locally to the public. Please indicate this course title in Block 36, teacher schedule block.

Nonreimbursed VE-21's

Nonreimbursed VE-21's will be accepted only if all program criteria are met except for class enrollment and payment of the instructor. In filing nonreimbursed VE-21's, assurance must be made that vocational education had a part in the program beyond providing facilities.

Operational Budget

The Ohio Department of Education, Division of Vocational and Career Education, reimburses the local district for approved adult education programs at rates based on the state listing of vocational education priorities and on the annual education reimbursement schedules. Current information about priorities and rates can be obtained by contacting the Division of Vocational and Career Education, Department of Education. Appendix A gives the rates of reimbursement in effect at the time of this printing.

Travel Funds

No travel funds are approvable for hourly consumer homemaking programs.

Certification of Consumer Homemaking Teachers

The holder of a standard Ohio home economics teaching certificate is certified to teach a home economics hourly adult education class. If the instructor does not hold a teaching certificate, but has a recognized ability in the area to be taught, the local school administrator is responsible for securing a one-year adult certificate for the instructor from the Ohio Department of Education, Division of Teacher Certification. Certificate renewal is based on evidence of satisfactory teaching and on the

local administrator's recommendation. All hourly instructors with nonteaching background should enroll in a course on teaching techniques for adult learners.

Course Length and Time

Courses funded under hourly programming may be no more than 539 hours in length. There are no full-time adult consumer homemaking programs.

Program Types

81 - Part-time Adult, Regular
91 - Part-time Adult, Disadvantaged
9B - Part-time Adult, Handicapped

The current Vocational Education VE-21 Opening Report Manual clarifies the program types.

Taxonomy Descriptions

Following are consumer homemaking subject areas, as identified in P.L. 98-524, together with instructional code numbers and subject descriptions. The descriptions are followed by suggested course offerings eligible for state reimbursement.

A school may use a local title for a course, but each course submitted must fit under one of the following taxonomy descriptions:

1. Child Development and Guidance 09.0102

   An instructional component that prepares individuals to understand children's physical, mental, emotional, and social growth and development, as well as their care and guidance. The program draws on aspects of the social and biological sciences, of which home economics is a component. Observation and actual experiences with children and their parents are integral parts of the program. A list of suggested courses follows.

   Child Growth and Development courses are designed to help individuals understand children's physical, emotional, socials and intellectual growth. They should include information on the sequence of development, the interrelationship of developmental areas, the implications of individual differences, the establishment of realistic expectations, and the relationship between child-rearing patterns and children's development.

Guidance and Discipline of Children courses are designed to prepare individuals to understand and guide children's behavior and to identify the difference between guidance and discipline. Course content should include information on understanding the relationship of guidance to the development of self-discipline and/or independence, and on contrasting intervention with nonintervention by parents.

Creative Activities for Children courses are designed to help individuals choose materials for children, including books, games, music, arts, and crafts. Information should be included on the function and value of play as well as on the relationship of play to developmental levels.

Coordinating Work with Child Care courses are designed to identify the factors, to consider when deciding whether working outside the home is feasible, when selecting child care, and when identifying community resources relating to child care.

Child Abuse and Neglect courses are designed to inform individuals about the incidence of child abuse and neglect, factors that contribute to abuse and neglect, and the indicators of each. The courses provide information on providing protection for abused and/or neglected children.

2. Clothing and Textiles 09.0103

This programs prepares individuals to understand the social, psychological, and physiological aspects of clothing textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and the family as well as on the clothing and textile industry. A list of suggested courses follows.

Managing Personal and Professional Wardrobe courses are designed to help individuals analyze clothing needs of self and others; plan a personal and a professional wardrobe; budget resources to meet individual and family clothing needs; and care for clothing, including storage, repair, and laundry procedures.

Consumer Aspects of Clothing and Textiles courses are concerned with purchasing ready-to-wear clothing; purchasing fabrics; buying versus personally sewing; imports versus domestics; factors affecting the economics of textiles; recycling clothing; and consumer protection: labeling and legislation, agencies, consumer rights and responsibilities, conservation of the family clothing budget.

Construction Technique courses are designed to teach pattern selection and alteration; sewing equipment selection and care; basic construction skills; tailoring; alterations; techniques for repair and remodeling; safety in using equipment; use of new technology; and special techniques for new fabrics, elderly, handicapped, children, the home.

3. Consumer Education 09.0104

An instructional component that prepares individuals to understand the values, needs, wants, goals, and resources that enable adults to make rational decisions that contribute to family stability and quality of life. Instruction includes information on budgeting and spending plans, savings, investments, taxes, consumer buying, the use of credit, and consumer rights and responsibilities. A list of suggested courses follows.

Consumer Rights and Responsibilities courses are designed to develop in individuals an understanding of marketing practices, deceptive and fraudulent practices, and consumer rights and responsibilities. Consumers have the right to exercise free choice; to be informed; to select, use, and evaluate information; to be safe; to understand consumer protection laws; to be heard by business and government; and how to complain effectively. Consumers have the responsibility to exercise ethical marketplace behavior; to evaluate price, quality, and convenience; to use and care for purchases; to understand comparison shopping and buying principles; to use warranties; and to environmental protection concerns and consumer recourse.

Technology and Consumer courses are designed to provide individuals with awareness and understanding of the use of technology in consumerism, including computer innovations, scientific innovations, and communications.

4. Family Health 09.0105

This program prepares individuals to understand the related aspects of health in family. Special emphasis is placed on nutrition, emotional health, and physical health; the relationship of an individual's health to his or her family's well-being; the prevention of illness; and the basic care of the ill and convalescent in the home, including the elderly, young children, and the handicapped. A list of suggested courses follows.

First Aid/Home Safety courses that provide individuals with an awareness of the safety hazards in the home and with means of accident prevention. The first-aid component provides for skill development in treating victims of home accidents.

Home Care courses provide learning experiences directed toward the basic care of the ill and convalescent in the home, including the elderly, young children, and the handicapped.

Nutrition for Health courses are designed to provide understanding of food and its role in personal and family living, including basic principles of health food management and economics. Also addressed are a wellness program for overall health and an awareness of the relationship of nutrition.

5. Family Living and Parenthood 09.0106

This program prepares individuals to understand the nature, function, and significance of human relationships within the family/individual units. Includes instruction in the concepts and principles related to various family living conditions; in the establishment and maintenance of relationships; and in parenthood and family life. Instruction emphasizes the uniqueness of families and individuals. A list of suggested courses follows.

Positive Parenting courses, which are designed to help individuals understand parenting responsibilities, address realistic expectations of parents and children, children's rights and parents' rights, economic factors affecting parenting ways to cope with parenting crises (e.g., child abuse, substance abuse), and maintenance of extended family relationships. Parenting decisions (including selecting child-care alternatives) and aspects of becoming a parent (such as pregnancy and its effect on parents and child, and teenage pregnancy) are included.

Human Relationships Within the Family courses are concerned with helping individuals understand themselves and maintain relationships within the family. Aspects included are family development, the needs of family members throughout the lifespan, and the diversity of families. Additional components are communication within the family, the interrelationship of work and family, technology and its effect on the family, and the interrelationship of family and work responsibilities.

Coping with Family Problems courses prepare individuals to cope with crises in the family, such as unemployment, displacement of work, death, and illness; to cope with stress caused by family violence, divorce adjustment, and/or bankruptcy; and to become aware of community sources of help for families.

6. Food and Nutrition 09.0107

This program prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and well-being; the selection, preparation, and care of food; ways to manage meals to meet individual and family food needs and patterns of living; food economics and ecology; and optimal use of the food dollar. A list of suggested courses follows.

Basic Nutrition Information/Current Nutrition Issues courses are designed to inform individuals about current nutrition issues such as fiber, fat, cholesterol, protein, calcium, heart disease, hypertension, food supplements, "health" foods, and anorexia, and to help evaluate the accuracy of nutrition information, especially that distributed by mass media and advertising. It is also designed to help individuals understand nutrient needs of sports participants, weight control, nutrient needs of different stages of the life cycle, food supplements, computer diet analysis and calorie control, the effect of changing life-style on nutrition (dual careers, single and dual households) and special issues, such as sodium, sweeteners, caffeine.

Food Selection, Preparation, and Service courses in this area include three aspects: (1) meal planning, (2) food preparation, and (3) meal service. Meal planning involves planning nutritional meals for the family (including diabetics, the elderly, and the

handicapped) and using commodity foods to produce economic meals. Food preparation addresses convenience foods versus home-cooked foods; recipe conversions (reducing and enlarging, changing ingredients); preparation skills; special diets; and preparation of food for special occasions. Meal service promotes an understanding of formal and informal service, service for large groups, and the relationship of meal service to life-style.

Food Preservation--Canning and Freezing courses provide individuals with understanding and skills in methods of canning, freezing, and drying foods; in cost comparisons; and safety and sanitation.

Food Purchasing courses are designed to provide experiences in stretching food dollars; learning laws and regulations governing food production and processing; and selecting food in terms of cost, supply, quality, and project form. For low-income families, instruction includes the wise use of food stamps, including securing optimum nutrition for minimum dollars, and meal planning and preparation using commodity foods.

Selection, Use, and Care of Equipment and Appliances courses provide learning experiences in the use and care of small and large appliances, energy-efficient appliances, special appliance food-preparation methods, and kitchen design (including design for special needs, the handicapped, and others).

7. Home and Resource Management 09.0108

This program prepares individuals to establish and maintain a satisfying home and family life, including making decisions regarding resources. Instruction addresses societal and economic influences on the individual and the family; values, goals, and standards; family economics; and the organization of activities in the home. A list of suggested courses follows.

Financial Management courses provide an individual with an understanding of income (sources of money, fringe benefits); a spending plan (budget, net worth, goals); banking and savings; credit; insurance (auto, medical, property, and liability); and investments; record keeping (use of checking accounts); retirement planning; estates, wills, and trusts; and communication about money and family managerials functioning.

Managing a Career courses provide individuals with an awareness and understanding of work attitudes, values, and goals; career opportunities, preparation, and job-seeking skills; the management of multiple roles; the relationship between work and family goals, and the management of time and energy.

Management of Stress and Crises courses promote the management of individual and family crises.

8. Housing, Home Furnishings, and Equipment 09.0109

This program prepares individuals to understand the physical, psychological, and social influences pertaining to housing decisions. Instruction addresses the factors influencing the form and use of housing; the various types of housing; costs; exterior and interior design; home furnishings and equipment; and the selection, use, and care of available resources for achieving improved living space to meet individual and family needs. A list of suggested courses follows.

Selecting and Maintaining Housing courses provide individuals with an understanding of recent trends (in design, materials, structures, technology, and the use of space); housing requirements for special groups; and housing requirements throughout the life cycle. Also emphasized are the relationship of maintenance and care to property value, safety, appearance, and durability; care and maintenance of rental units; responsibilities of landlords for the care and management of rental units; materials, procedures, and skills required for maintenance and care; and codes and ordinances related to housing.

Selection, Purchase, and Care of Furnishings and Equipment courses provide individuals with an understanding of trends, fads, and fashions; governmental regulations, codes, and ordinances; characteristics of furnishings and household textiles; space planning and arrangement of furnishings; choice of furnishings to create interiors that meet needs and preferences; and factors influencing the cost of furnishings. Components considered in equipment are governmental regulations, codes, laws, and ordinances affecting the choice and use of equipment; the cost-effectiveness of energy-efficient equipment; arrangement and storage; second choice of and care for specialized equipment.

Financial Aspects of Housing courses provide individuals with an understanding of (1) renting (types, legal aspects, and landlord and tenant responsibilities; (2) purchasing (alternatives to single-family house ownership; legal aspects; factors that affect financing; methods and sources of financing; and other costs, such as insurance, taxes, and maintenance); and (3) owning versus renting.

Nonreimbursed Hourly Consumer Homemaking Classes

The courses taught under consumer homemaking hourly funds should follow the suggested course descriptions listed under the taxonomy descriptions. These specific groups of classes are excluded from vocational reimbursement in Ohio. These classes include, but are not limited to, the following titles:

Production of Decorative Crafts, such as flower arranging, flower/jewelry making, holiday decorations, picture framing, stained and cut glass decorations

Production of Needlework, and Woven and Knotted Crafts, such as crocheting, embroidery, knitting, needlepoint, quilting, and weaving

Foods with Limited Nutritional Value, such as cake decorating, cake making, candy making, sugar and starch desserts

ADULT CONSULTATIVE PROGRAMS

GENERAL INFORMATION

Curriculum

A local course of study is required for programs other than Work and Family. It is to be cooperatively developed by the coordinator and teachers and is unique to each program.

The course of study should have the following components:

1. Cover Sheet
2. Statement of Approval by Board of Education (optional)
3. Table of Contents
4. Introduction
5. District Philosophy and Goals
6. Program Philosophy
7. Program Goals
8. Scope and Sequence
   a. Program Objectives
   b. Subject Objectives
9. Evaluation Policy
10. Sample Course Format

Program Promotion

Programs should develop and utilize a brochure or a fact sheet illustrating the major program components, related employment statistics, the class schedule, and the target population.

Advisory Committee

An advisory committee is required for all home economics consultative programs. This committee should help the coordinator and teach plan, promote, grain community support for, and evaluate the program. Committee members should represent the administration, teachers and aides, program participants, service agencies, and others who may provide needed input. Minutes should be kept on file locally.

Facilities and Educational Resources

Classes and seminars should be established in an area accessible to the target audience participants, such as a community center, place of employment, or agencies. The facility and the equipment must accommodate program needs and should be flexible enough to provide space for large and small-group instruction. Access to audiovisual equipment is also necessary. In addition, items such as coordinator office space, clerical assistance, and telephone are required and should be provided by school administrators. Monies should be provided for the purchase of educational resources that support program goals. All programs, with the exception of Work and Family, must arrange for the care of participants' children during class sessions.

Reports

Reports, which are required for program accountability, are to be submitted to the Division of Vocational and Career Education, Ohio Department of Education.

Division of Vocational and Career Education

a. VE-21 Opening Enrollment Report
b. VE-22 Closing Report
c. VE-26A Application for Preliminary Approval of New or Expanding Programs
d. VE-27 Final Fiscal Report (Family Life only)
e. VE-28 Funding Request for Coordinator (Family Life only)

Home Economics Education Service, Division of Vocational and Career Education

a. Annual Plan of Action (includes yearly goals and programs scheduled)
b. Annual Report (includes program and participant information)
c. Participant Intake and Follow-up (not required for Work and Family)

Local Program Records

a. Intake and follow-up reports of participants (not required for Work and Family)
b. PRIDE (initial and follow-up reports)
c. Proposals and contracts pertaining to single-parent and homemaker program

Inservice

Coordinators and teachers are required to attend state-sponsored inservice meetings.

Operational Budget

Vocational unit reimbursement contributes to program operation; however, additional local funds are needed to cover total operating costs. Current resources and supplies must be maintained as required by local program needs.

Travel Funds

A maximum of $600 may be requested to cover the travel expenses involved with agency linkage, program promotion, and attendance at state-sponsored inservice meetings. Requests are submitted on the VE-21 form. Requests beyond $600 must be accompanied by a letter documenting additional need.

Mileage cannot be submitted to the state for reimbursement for the following:

- Trips from home to school or from school to home
- Out-of-state trips
- Nonvocational trips and social activities
- Travel to attend summer school, graduate courses, or other courses
- Trips for supplies
- Attendance at professional association meetings unless in conjunction with state-sponsored in-service sessions

Linkage

The intent of the adult consultative program is to link with local agencies and other adult programs to maximize services to the adult population. Vocational funds may not be used to support 100 percent client programs (such as JTPA, Human Services, and BVR), since this would supplant federal or state funds. All programs are to be open to the general public. Public promotion is required to announce the availability of the instructional program. Districts are encouraged to submit proposals to the Ohio Department of Education, Division of Vocational and Career Education, to acquire Single Parent and Homemaker funds that support occupational training and provide support services and instructional materials. See Appendix H for suggested agencies and individuals with whom contact and linkage should be maintained.

Data Collection

Program and participant data must be maintained to substantiate achievement of program goals. Participant intake and progress must be reported using procedures and forms provided by the Division of Vocational and Career Education Department. Program information must be reported on the required state annual report.

DISPLACED HOMEMAKER PROGRAM

Taxonomy: 09.0299

Program Description

The Displaced Homemaker program is designed to help displaced homemakers and single parents make the transition from homemaking to wage earning. The program provides participants with supportive instruction and services to help them cope with their new life situation, to overcome barriers that prevent them from becoming independent, and to acquire marketable skills.

Program Goals

The Displaced Homemaker program's goals are to

- Instruct displaced homemakers and single parents in personal development, career exploration, employability, and resource management
- Enable displaced homemakers and single parents to establish career goals by developing individual education and employment plans
- Help displaced homemakers and single parents acquire marketable skills by enrolling in ABE/GED remediation programs and occupational training
- Help displaced homemakers and single parents secure employment

Program Type

63-Full-time Adult Consultative, Regular
73-Full-time Adult Consultative, Disadvantaged
81-Part-time Adult, In School and Regular
(by prior approval only)

The current Vocational Education VE-21 Opening Report Manual further clarifies the program types.

Target Audience

Participants include

- Displaced Homemaker--An individual who is an adult and has worked as an adult without remuneration to care for the home and family, and for that reason has diminished marketable skills, and because of divorce, separation, disability, death of a spouse, or loss of public assistance, must prepare for paid employment.

- Single Parent--An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody.

- Homemaker--An individual who (a) is an adult, and (b) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

School District Eligibility

Criteria for approving new and expanding Displaced Homemaker programs:

- A needs assessment must be conducted to justify the program's establishment or expansion. Submit data, including a survey of existing agency programs, local unemployment data, and employment trends.

- A minimum of four fill-time approved occupational training programs as well as a variety of short-term supplemental training classes must be available to student. NOTE: Consultative programs, such as Displaced Homemaker, Transitions, GOALS, Family Life, Small Business Management, Work and Family, Human Reousrce Development, Diversified Industrial Training, Farm Business Planning and Analysis, and other programs designed to serve targeted populations or to offer customized training for businesses, are not considered occupational training programs for this purpose.

- Participants must be provided with occupational and basic skills assessment using a variety of vocational assessment devices.

- Access to ABE/GED supervised instruction must be provided.

- Job-placement assistance must be provided.

- The program must be coordinated with community agencies and business and industry. Support letters must be obtained to show need for the program and must be submitted with the Form VE-26A.

- Financial support for economically disadvantaged participants must be obtained to assist with program costs and training.

- An advisory committee with representatives from agencies, business and industry, education, and the community must be organized and utilized. Minutes should be submitted when filing Form VE-26A.

- An adult education support team including personnel for guidance, placement, and public relations is required.
- A coordinated plan for transportation and child-care services must be developed to enable participants to enter the educational system.
- All program requirements detailed in the Operational Policy Manual must conform to stated specifications.

Time Distribution for Funded Units

Refer to the chart below for minimum instruction and/or coordination hours.

Unit	Hours/Weeks Per Year	Total Hours Minimum Instruction	Total Hours Maximum Coordination
1.00	900/36	400	500
1.11	1000/40	400	600
1.22	1100/44	400	700
1.33	1200/48	500	700

Course Length

Displaced homemaker programs are comprised of instructional modules that focus on personal development, career exploration, employability, and resource management. Programs must offer and instruct at least four or five displaced homemaker sessions per fiscal year. No fewer than 100 hours of instruction per session will be approved.

Assessment and ABE/GED remediation, though critical to the program's success are not included within the 100-hour session requirement.

Longer courses may be approved to meet local community needs and to offer flexible services to meet the target population's diverse needs. Shorter courses (including workshops and seminars) will not be approved for the instructional hour requirement, but are encouraged to be arranged during the coordination time.

Curriculum

A local course of study must include a program of instruction including the following modules:

- Personal Development (Self-formation, Change and transition, Interpersonal relations, Attitudes about work)
- Career Exploration (Personal and/or career assessment, Career opportunities, Career planning)
- Employability (Job search and obtainment, Employee rights and responsibilities, Job retention, Work and family)

- Resource Management (Financial management, Child care, Human resource management, Legal issues)

Individualized instruction and follow-up sessions or workshops are to reinforce all modules over the length of time that displaced homemakers are in training and seeking jobs.

Displaced Homemaker programs are currently using the Family and Career Transitions (FACT) Resource Guide, developed by the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education. This guide, available to aid in program planning, may be ordered from the Instructional Materials Laboratory, The Ohio State University, 842 W. Goodale Avenue, Columbus, Ohio 43212.

Scheduling

Courses may be scheduled as determined by participants' needs. A minimum of four 100-hour sessions are required for a program funded at the 1.00-1.22 level. A minimum of five 100-hour sessions are required for a program funded at the 1.33 level. Programs must submit an Annual Plan of Action with course length, instructional modules, and schedule outlined.

Enrollment

Twelve participants is the minimum number to constitute a class, with an average daily attendance of 10. The minimum number of displaced homemakers and single parents served per year in the full-time program is 48 for programs funded at the 1.00-1.22 level. The minimum number is 60 for programs funded at the 1.33 level.

To file the initial VE-21 for program funding a contract to serve at least 12 students must be secured and/or a list of at least 12 participants who have signed up for the course must be obtained. This procedure should be used in cases where the first class is not offered within the first 30 days of program operation.

Participant Outcomes--Upon completion of the Displaced Homemaker program, a participant follow-up is to be conducted as outlined in the Single Parent and Homemaker Accountability Requirements. A minimum of 60 percent must be enrolled in occupational training, ABE/GED remediation, or have secured employment. (See chart below.) Areas of training and employment must be reported.

Unit	Minimum Enrolled	Minimum Number of Classes Per Year	Number of Students in Occupational Training, ABE/GED, or Employed*
1.00	48	4	29
1.11	48	4	29
1.22	48	4	29
1.33	60	5	36

*Participants may be counted in one category only.

Personnel

To teach the displaced homemaker program, a person must

- Hold a standard vocational teaching certificate in consumer homemaking education
- Hold a baccalaureate degree
- Have a minimum of one year of related employment

In addition, the individual should demonstrate

- Human relations, family management, and counseling skills
- Organizational and communication skills

The coordinator and/or instructor must be approved through the Home Economics Education Service, Vocational and Career Education, Ohio Department of Education. Only one coordinator and/or instructor may be approved for each Form VE-21. Coordinators and/or instructors must be employed for a minimum of 36 weeks within the fiscal year (25 hours per week). Single parent and homemaker (SPH) coordinator for students other than displaced homemaker program participants or for projects that do not provide services to displaced homemaker program participants must be over and above the 25 hours per week required for the unit.

Distribution of Coordinator and/or Instructor Time

Coordination activities must relate to the instructional program, including program promotion and development, agency contacts, individualized instruction, and intake and follow-up of participants.

Displaced homemaker coordinator and/or instructors' duties are to

- Instruct the required 100-hour sessions
- Estblish linkage with community agencies
- Develop and distribute promotional materials
- Organize and conduct advisory committee meetings

- Develop proposals to seek supplemental funding
- Conduct and maintain participant intake and follow-up
- Help participants develop and implement and individual employment and/or education plan
- Develop and/or secure resource materials to supplement curriculum units
- Document program effectiveness and activities for program accountability
- Participate in professional development activities
- Complete the required state and local reports

FAMILY LIFE EDUCATION PROGRAM

Taxonomy

09.0197 (20.0107)	Ohio Family Life Education (hourly reimbursed--to be used only for reimbursement of special classes conducted by Ohio Family Life Education personnel)--Use program type 81 or 91.
09.0198 (20.0107)	Ohio Family Life Education Program (nonfunded units for preschool children of parent participants in Ohio Family Life Education programs)--This taxonomy is used for children who are served in the Family Life nurseries and for those who participate with their parent(s) in Parent and/or Child Interaction. Use program type 92.
09.0199 (20.0107)	Ohio Family Life Education Program (units for adults of socioeconomically depressed areas of the state)--These programs require annual approval via contract.

Program Description

The Adult Family Life Education program provides an opportunity for families to continue their education through the public school system in the roles of parent and consumer. The program strengthens skills needed for the work of home and family, strengthening one's ability to be a success as a contributing member of the community. The program acts as an early intervening agent for families with young children, using referral to and from appropriate agencies.

The program is based upon the following beliefs:

- Parents often lack the necessary knowledge of appropriate parenting behavior
- Parenting experienced during childhood is inadequate preparation for parenting
- By providing a support system and role models, it is possible to modify parental behavior and enable parents to feel more positive about themselves and their role as parents
- Early intervention can prevent delays in children due to "high risk" environments and that early identification of developmental delays due to other causes can prevent multiple problems through early remediation

Program Goals

The Family Life goals are to

- Guide and assist in the development and/or improvement of skills in parenting and interpersonal relations; basic nutrition and food preparation; consumer skills, including time and money management
- Provide a planned program of developmentally appropriate experiences and activities for children while their parents attend classes
- Acquaint participants with services of the community and schools and facilitate the utilization of these services
- Help participants become self-sufficient, as evidenced by their continuing education (e.g., pre-job readiness training, ABE/GED instruction, job training)
- Foster the ability to balance the work of home and family with a wage-earning job and/or career

Program Types

63-Full-time Adult Consultative, Regular
73-Full-time Adult Consultative, Disadvantaged
92-Supplementary, adult, disadvantaged, nonreimbursed, (use for preschool children)
91-Part-time Adult, Disadvantaged
81-Part-time Adult, Regular

The current Vocational Education VE-21 Opening Report Manual further clarifies the program types.

Target Audience

Participants include

- Families from economically depressed areas
- Families with special needs who are referred to classes
- Families who wish to participate in active parenting for the purpose of strengthening the family
- All parents or support adults, infants, and their preschool children are encouraged to attend

School District Eligibility

Criteria for approving new or expanding Family Life programs:

- Determination of the area being economically depressed or an area of high unemployability
- Availability of occupational assessment, skill training, ABE classes, and job-placement assistance
- Coordinate program with community agencies and business and industry. Support letters must be obtained to show need for the program and submitted with Form VE-26A
- Written assurance of linkages with local early childhood education programs
- Assurance that all program requirements as detailed in the Manual of Operations will be met in order to conform to stated specifications
- Funding will be determined upon availability of units and requirements of the Full-Service Center

Time Distribution for Funded Units

Refer to the chart below for minimum instructional hours.

Unit	Hours/ Weeks Per Year	Class Instruction*	Individualized Instruction
1.00	900/36	400-600	300
1.11	1000/40	466-666	333
1.22	1100/44	534-734	366
1.33	1200/48	600-800	400

*Seminars are permitted up to a maximum of 200 hours per unit.

Individualized and/or Family Instruction

Activities must relate to previous classroom instruction for the purpose of providing planned home and community experiences that help the student extend and apply instruction. Home and community contacts can be managed by (a) visits to individual homes, (b) block meeting of neighborhood groups, (c) meetings with individual families in community centers. Phone calls may be utilized when personal visits are not possible.

Course Length

Each Family Life module instructed within the approved unit must meet for a minimum of 20 hours to equal 400-600 hours per unit. Family Life programs are comprised of the following instructional modules: parent/child interaction, parent education, family foods/nutrition/health, family development and human relations, family life nursery, home management and consumer education, entrepreneurship and/or home industry, and job readiness skills.

Suggested percent of time to be spent in module area:

Minimum of 50 percent:

- Parent and/or child interaction
- Parent education
- Family life nursery

A comprehensive program should also reflect the following module areas:

- Job-readiness skills
- Family foods/nutrition/health
- Family development and human relations
- Consumer education and home management

Programs must have an Annual Plan of Action on file with course length, instructional modules, and schedule outlined.

Curriculum

Family Life programs are currently using the Family and Career Transitions (FACT) Resource Guide, developed by the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education. This guide, available to aid in program planning, may be ordered from the Instructional Materials Laboratory, The Ohio State University, 842 W. Goodale Avenue, Columbus, Ohio 43212.

Scheduling

Classes may be scheduled at any time of the year to meet the needs of the participants.

Enrollment

Eight participants is the minimum number to constitute a class. The following minimums must be observed over the fiscal year period:

Unit Approved	Minimum Families Enrolled
1.00	36 Families
1.11	48 Families
1.22	48 Families
1.33	48 Families

Seminars may be organized to serve any size group. To encourage group interaction and growth, a group of eight to twelve individuals is the suggested seminar group size, with an average attendance of 10 individuals being optimum.

Personnel

The Family Life program consists of a coordinator, teacher(s), and paraprofessional(s).

Coordinator

Family Life Education coordinator must have:

- Standard vocational home economics, consumer homemaking certificate or related field
- Successful experience in working with disadvantaged adults
- A minimum of three years' successful teaching experience

Full-time coordination is defined as 12 months. Forty-four weeks without vacation is the minimum number of weeks that will be funded for full-time.

The proper local and state personnel must cooperatively approve of a coordinator prior to hiring.

One hundred percent of the coordinator's time should be devoted to the Family Life program and related programs, such as GOALS, Transitions, Displaced Homemaker, Work and the Family, Single Parent and Homemaker Grants, Training Ohio's Parents Successfully (TOPS) and Early Childhood Education. It may not include supervision time for any other adult education programs. A coordinator's time should be divided among the following activities:

- Coordination of the Family Life Education program
- Completion of an annual report
- Overall program planning and implementation
- Development and implementation of a course of study

- Establishment of classes and class sites
- Program recruitment and promotion
- Coordination and cooperation with related programs and community agencies
- Supervision, orientation, inservice training, and/or evaluation of staff
- Maintenance of records, including budget status
- Attendance and participation in state-sponsored meetings
- Reviewing and applying for appropriate grants to support program

Teacher

Family Life Education teacher must have

- A standard vocational home economics, consumer homemaking certificate or certification in a major area of family life education

ParaProfessional

Family Life Education paraprofessionals must be

- Persons from the target area who have established a rapport with area residents and who have the ability to promote the family life programs. They may serve as outreach workers in recruiting program participants. They may be specially trained to work with parents in Parent and/or Infant Interaction and the nursery programs.

One paraprofessional per Family Life program may be used for clerical assistance.

Operational Budget

Federal Funds

Federal funds provided by the Carl D. Perkins Vocational Educational Act, P.L. 98-524 under Title III, Part B, Consumer Homemaking Education, will be granted to approved programs of Family Life Education to the limit of the available funds. Coordinator: There will be a maximum reimbursement which includes fringe benefits for a part-time coordinator or a full-time coordinator.

Aides: Aides will be reimbursed, including fringe benefits, for 900 hours. The maximum number of aides to be reimbursed with federal funding will be 1.2 times the number of teaching units.

Teachers: Vocational unit reimbursement contributes to program operation.

Local Match

A 20 percent match of federal funds is required of the local school district, to be used to cover the following costs:

- All administrative and indirect costs
- Supplies and equipment
- Program development
- Inservice training
- Purchased service, including telephone and utilities
- Travel beyond that provided via unit reimbursement
- Clerical assistance
- Other costs, as required (must be identified)

These costs are to be broken down and submitted on Form VE-28 and Form VE-27.

Funds cannot be used for

- Auditing fees
- Out-of-state travel
- Student stipends
- Tuition fees for staff members
- Meals
- Administrative salaries, fringes or indirect or cost of personnel other than the coordinator, aides and teachers
- In-kind contributions
- Use of space in public school facilities or in any other facility
- Cost incurred in developing the proposal

GOALS (GRADUATION, OCCUPATION, AND LIVING SKILLS)

Taxonomy: 09.0296

Program Description

The program's purpose is to enable each participant to obtain a GED, attain an employable job skill, become economically independent, and function as a responsible parent and citizen.

Program Goals

The program's goals are to

- Provide classroom instruction in the area of personal development, career exploration, employability, resource management, and parenting
- Help participants enter ABE/GED training
- Help participants enter job skill training or paid cooperative work experience

Program Types

63-Full-time Adult Consultative, Regular
73-Full-time Adult Consultative, Disadvantaged

The current Vocational Education VE-21 Opening Report Manual clarifies program types.

Target Audience

Program enrollees must be single parents and homemakers with dependent children. They must have dropped out of high school before graduating and must be between 16 and 30 years old.

School District Eligibility

Criteria for approving new and expanding GOALS programs:

1. A needs assessment must be conducted to justify the program's establishment or expansion. Submit data, including a survey of existing agency programs, unemployment data, and employment trends.
2. A minimum of four full-time approved occupational training programs as well as a variety of short-term supplemental training classes must be available to students. NOTE: Consultative programs, such as Displaced Homemaker, GOALS, Transitions, Family Life, Small Business Management, Work and Family, Human Resource Development, Diversified Industry Training,

Farm Business Planning and Analysis, and other programs designed to serve targeted populations or to offer customized training for businesses, are not considered occupational training programs for this purpose.

3. Occupational and basic skills assessment using a variety of vocational assessment devices must be provided to participants.

4. Access to ABE/GED instruction must be provided.

5. Job-placement assistance must be provided.

6. The program must be coordinated with community agencies and with business and industry. Support letters must be obtained to show need for the program and must be submitted with Form VE-26A.

7. Financial support for economically disadvantaged participants must be obtained to assist with program costs and training.

8. An advisory committee with representatives from agencies, business and industry, education, and community members must be organized and utilized. Submit minutes with Form VE-26A.

9. An adult education support team that includes personnel for guidance, placement, and public relations is required.

10. A coordinated plan for transportation and child-care services must be developed to enable participants to return to the educational system.

11. All program requirements as detailed in the Operational Policy Manual must conform to stated specifications.

Time Distribution for Funded Units

Refer to chart below for minimum instruction and/or coordination hours.

Unit Approved	Hours/Weeks Per Year	Total Minimum Enrollment	Total Hours Minimum Instruction	Total Hours Maximum Coordination
1.00	900/36	36	300	600
1.11	1000/40	36	400	600
1.22	1100/44	36	400	700
1.33	1200/48	48	400	800

Course and/or Seminar Length

The GOALS program is comprised of instructional modules that focus on personal development, parenting skills, resource management, career exploration, and employability. Programs funded at 1.00 unit must offer at least three GOALS sessions per fiscal year; four sessions are required in programs funded for more than 1.00 unit. No fewer than 100 hours of instruction per session will be approved.

The 100-hour sessions are titled "Living Skills," and are the GOALS coordinator's major responsibility.

Assessment, ABE/GED instruction, and job training are of primary importance to the program's success. The GOALS coordinator is responsible for helping participants enter these activities. Time for this purpose is provided in the coordinator's schedule in addition to that for teaching.

A local course of study is required for all GOALS programs. It is developed by the coordinator and/or instructor and is unique to each program. A course outline and curriculum supplement are available for the GOALS program through the Home Economics Education Service, Division of Vocational and Career Education, Department of Education. In addition, the Family and Career Transitions (FACT) Resource Guide, available to aid in program planning, may be ordered from the Instructional Materials Laboratory, The Ohio State University, 842 W. Goodale Avenue, Columbus, Ohio 43212.

Curriculum

A local course of study for the Life Skills course must be developed from the following suggested topics:

Topic/Range of Hours

- Personal Development (10-15 hours)

  Self-formation
  Change and transition
  Interpersonal relations
  Attitudes about work

- Resource Management (10-15 hours)

  Financial management
  Child care
  Human resource management
  Legal issues

- Employability (20-25 hours)

  Job search and obtainment
  Employee rights and responsibilities
  Job retention
  Work and family

- Career Exploration (5-10 hours)

  Personal and/or career assessment
  Career opportunities
  Career planning

- Parenting (35-55 hours)

  Infants to 1 year
  Physical growth and/or needs
  Intellectual growth and/or needs--infant stimulation
  Encouragement of positive growth
  Child 1 to 4 years
  Characteristics of development and behavior
  Positive guidance techniques
  Children's health
  Symptoms--when to call the doctor
  Health records
  Safety practices
  First aid
  Prevention of child abuse
  Control of abusive behavior
  Help from family, friends, and agencies
  Child care outside the home
  Identification of quality home-based and center-based day care
  Child care to meet individual needs

Scheduling

Courses may be scheduled as determined by participants' needs. At minimum, three 100-hour sessions are required for up to 1.22 unit funding. Four 100-hour sessions are required for programs funded at 1.33 unit. Programs must submit an Annual Plan of Action outlining course length, instructional modules, and schedule.

Enrollment

Twelve participants is the minimum number to constitute a class, with an average daily attendance of 10. The minimum number of single parents served in up to 1.22 unit funded programs is 36 per year. For programs funded at 1.33 unit, the minimum number is 48 per year.

Course Completion--Students are permitted to remain enrolled in the program for two years in order to complete ABE/GED instruction. A student is considered to have completed the GOALS program upon finishing the 100-hour Life Skills class.

Participant Outcomes--Upon completion of the GOALS program, a participant follow-up is to be conducted as outlined in the Single Parent and Homemaker Accountability Requirements. A combined minimum of 60 percent must be enrolled in occupational training or ABE/GED remediation or must have secured employment. (See chart below.) Areas of training and employment must be reported on the follow-up.

Unit Approved	Minimum Enrolled	Number of Students in Occupational Training ABE/GED or Employed at 60%*
1.00	36	22
1.11	48	29
1.22	48	29
1.33	48	29

*Participants may be counted in one category only.

Personnel

To teach the GOALS program, a person must

- Hold a standard vocational teaching certificate in consumer homemaking education
- Hold a baccalaureate degree in home economics
- Have a minimum of one year of related employment

In addition, the individual should demonstrate

- Human relations, family management, and counseling skills
- Organizational and communication skills

The coordinator and/or instructor must be approved through the Home Economics Education Service, Division of Vocational and Career Education, Department of Education. Only one coordinator and/or instructor may be approved for each VE-21. Depending on the level of unit funding, the coordinator and/or instructor must be employed within the fiscal year for a minimum of 36 to 48 weeks at 25 hours per week.

Single parent and homemaker (SPH) coordination for students other than displaced hmemaker program participants or for projects that

do not provide services to GOALS program participants must be over and above the 25 hours per week required for the unit.

Distribution of Coordinator and/or Instructor Time

Coordination activities must relate to the instructional program, including program promotion and development, agency contacts, individualized instruction, and intake and follow-up of participants.

GOALS coordinator and/or instructor duties are to

- Instruct the required 100-hour sessions
- Establish linkage with community agencies
- Develop and distribute promotional materials
- Organize and conduct advisory committee meetings
- Develop proposals to seek supplemental funding
- Conduct and maintain participant intake and follow-up
- Help participants develop and implement an individual employment and/or education plan
- Develop and/or secure resource materials to supplement curriculum
- Document program effectiveness and activities for program accountability
- Participate in professional development activities
- Complete the required state and local reports

Child Care

Day-care facilities that have appropriate equipment and/or supplies must be accessible to the program. Participants must be free of child-care responsibilities during the Living Skills class sessions.

TRANSITIONS PROGRAM

Taxonomy: 99.0313

Program Description

Transitions is designed to help dislocated, underemployed, and unemployed adults gain career transition instruction for enrolling in remediation programs and/or skill training and for securing employment.

The Transitions program emphasizes the instruction and coordination of activities that lead to the ultimate goal of participant employment.

Program Goals

The goals of Transitions are to

- Provide career exploration and employability instruction to unemployed adults
- Provide personal development and resource management instruction to unemployed adults
- Enable unemployed adults to set occupational goals by developing an education and employment plan
- Help unemployed adults enter remediation programs and occupational training
- Help unemployed adults secure employment

Program Types

63-Full-time Adult Consultative, Regular
73-Full-time Adult Consultative, Disadvantaged
81-Part-time Adult, In school and Regular
(by prior approval only)

The current Vocational Education VE-21 Opening Report Manual clarifies the program types.

Target Audience

This program focuses on dislocated workers, the underemployed, individuals out of the work force for a substantial number of years, employable recipients of federal or state subsidy programs, and any adult needing job readiness and/or career transition instruction. Also, adults who are enrolled in full-time occupational programs or ABE/GED programs and need job-readiness assistance may be participants.

School District Eligibility

Criteria for approving new or expanding Transitions programs:

1. A needs assessment must be conducted to justify the program's establishment or expansion. Submit data, including a survey of existing agency programs, unemployment data, and employment trends.

2. A minimum of four full-time approved occupational training programs, as well as a variety of short-term supplemental training classes must be available to students. NOTE: Consultative programs, such as Displaced Homemaker, Transitions, GOALS, Family Life, Small Business Management, Work and Family, Human Resource Development, Diversified Industry Training, Farm Business Planning and Analysis, and other programs designed to serve targeted populations or to offer customized training for businesses, are not considered occupational training programs for this purpose.

3. Occupational and basic skills assessment using a variety of vocational assessment devices must be provided to participants.

4. Access to ABE/GED supervised instruction must be provided.

5. Job-placement assistance must be provided.

6. The program must be coordinated with community agencies and business and industry. Support letters must be obtained to show a need for the program and must be submitted with Form VE-26A.

7. Financial support for economically disadvantaged participants must be obtained to assist with program costs and training.

8. A Transitions advisory committee with representatives from agencies, business and industry, education, and the community must be organized and utilized. Minutes should be submitted when filing Form VE-26A.

9. An adult education support team including personnel for guidance, placement, and public relations is required.

10. All program requirements detailed in the Operational Policy Manual must conform to stated specifications.

Time Distribution for Funded Units

Refer to chart below for minimum instruction and/or coordination hours.

Total Hours

Unit	Hrs/Wks Per Year	Min. Instr.	Max. Coord.	Foundation Enrollment	Oc. Train. ABE or Emp.*
1.00	900/36	360	540	72	43
1.11	1000/4	400	600	80	48
1.22	1100/44	440	660	88	53
1.33	1200/48	480	720	96	58

Weekly: 10 hours of instruction/15 hours of coordination

Course and/or Seminar Length

Transitions programs are comprised of foundation courses which are a series of instructional modules dealing with personal development, employability, resource management, and career exploration. Each Transitions foundation course instructed within the approved unit must meet for a minimum of 20 hours. Programs offering foundation programs that are more than the minimum 20-hour program should use the following formula to determine number of courses to be offered:

$$\frac{\text{Instructional Hours}}{\text{Foundation Course Length}} = \text{Minimum Number of Foundation Courses}$$

Example: $\frac{\text{1.33 unit/480 instructional hours}}{\text{local determined foundation course length of 50 Hours}}$ = Minimum number of foundation courses is 10.

Assessment and ABE/GED remediation, though critical to the program's success, are not included within the foundation course requirement.

Longer courses may be approved to meet local community needs and to offer flexible services to meeting the target population's diverse needs. Shorter courses (including workshops and seminars) will not be approved for the instructional hour requirement, but are encouraged to be arranged during the coordination time.

Curriculum

A local course of study must include a program of instruction including the following areas:

- Personal Development

  Self-formation
  Change and transition

  Interpersonal relations
  Attitudes about work

- Career Exploration

  Personal and/or career assessment
  Career opportunities
  Career planning

- Employability

  Job search and obtainment
  Employee rights and responsibilities
  Job retention
  Work and family

- Resource Management

  Financial management
  Human resource management
  Legal issues

Scheduling

Courses may be scheduled as determined by participants' needs. A minimum of 18 20-hour courses or the equivalent are required for a program funded at the 1.00 level. Programs must submit an annual Plan of Action with course length, instructional modules, and course schedule outlined.

Enrollment

The total number of unemployed adults served is determined by the unit approved and the local program offered. A minimum of 72 unemployed adults must be served in Transitions foundation courses at the 1.00 level.

Participant Outcomes--Upon completion of the Transitions program, a participant follow-up is to be conducted prior to the end of the fiscal year (June 30). A minimum of 60 percent must be enrolled in occupational training, ABE/GED, or have secured employment. Areas of training and employment must be reported on the annual report.

Personnel

To teach Transitions, a person must

- Hold a standard vocational teaching certificate
- Have a minimum of one year of related employment

In addition, the individual should

- Hold a baccalaureate degree in vocational education or another related field

- o Demonstrate human relations and counseling skills
- o Have organization and communication capabilities

The coordinator and/or instructor must be approved through the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education. Only one coordinator and/or instructor may be approved for each Form VE-21. Depending on level of unit funding, the coordinator/instructor must be employed within the fiscal year for a minimum of 36 to 48 weeks at 25 hours per week.

Distribution of Coordinator and/or Instructor Time

An average of 10 hours of instruction per week and 15 hours of coordination are required. Coordination activities must relate to the instructional program. Approved activities include program promotion, agency contacts, individualized instruction, intake and follow-up of participants, attendance at state-sponsored inservice meeting, and teaching of Transitions courses that are less than 20 hours in length.

This position is exclusively for instructing and coordinating the Transitions program. The coordinator and/or instructor may not be used in the following capacities during the approved 25 hours per week, except to serve Transitions participants enrolled in Transitions foundation programs: adult counselor, placement coordinator, work evaluator or assessment coordinator, adult supervisor, class registrar, JTPA coordinator, single parent and homemaker project coordinator, secondary employability skills instructor, or adult regional consultant.

WORK AND FAMILY PROGRAM

Taxonomy: 09.0295

Program Description

The Work and Family program is designed to help employees be more productive in both their work life and family life. This is accomplished through work-site seminars tailored to the needs of the individual company or organization. Seminars are offered on various topics, but are focused on strengthening personal, family, and interpersonal relationships, parenting skills, and management skills.

Program Goals

The goals of the Work and Family program are to

- Strengthen the family and the individual family member
- Help employees achieve a more productive and satisfying balance of work and family responsibilities through education at the work site
- Customize work and family seminars to meet the needs of employers and employees

Program Type

63-Full-time Adult Consultative, Regular
81-Part-time Adult (by approval only)

The current Vocational Education VE-21 Opening Report Manual further clarifies the program types.

Target Audience

All employees are encouraged to attend the work-site seminars, but particularly individuals experiencing personal, family, and parenting stress.

School District Eligibility

Criteria for approving new and expanding Work and Family programs are as follows:

1. For a Work and Family program to be established, at least 20 companies must be identified that (1) are within the VEPD, (2) have 150 to 500 employees, and (3) have a record of providing employee assistance programs, and therefore are potential purchasers of the Work and Family program.

2. A needs assessment must be conducted to justify the program's establishment or expansion.

3. a Form VE-26A must be submitted requesting funds for the Work and Family program 60 days prior to the start of the program. Letters of support from business and industry must accompany the Form VE-26A.

4. All program requirements as detailed in the Operational Policy Manual must conform to stated specifications.

Time Distribution for Funded Units

A newly established Work and Family program is allowed a phase-in period of three years to meet minimum instructional criteria. During the first year of 1.00 unit funding for a Work and Family program, 120 hours (200 minutes per week) are to be spent on instruction to 10 businesses.

During the second year of 1.00 unit funding for a Work and Family program, 240 hours (400 minutes per week) are to be spent on instruction.

During the third and subsequent years of 1.00 unit funding for a Work and Family program, 360 hours (600 minutes per week) are to be spent on instruction. The chart below provides minimum instruction/coordinator hours.

Unit	Hours/Weeks Per Year	Minimum Instruction	Maximum Coordination
1.00	900/36	360	540
1.11	1000/40	400	600
1.22	1100/44	440	660
1.33	1200/48	480	720

Weekly: 10 hours of instruction/15 hours of coordination

Seminar Length

The number and length of seminars scheduled at the work site are determined by the organization's needs. Many employers schedule one or two seminars for employee reaction. Contracts for future seminars are based upon positive employee evaluations. A seminar program offered over an extended period of time helps the coordinator gain trust and build a rapport with the seminar participants.

Curriculum

The Balancing Work and Family Curriculum from the Minnesota Curriculum Services Center serves as the foundation for the Work and Family program. It is available for purchase by all Work and

Family coordinators through the Home Economics Education Service, Division of Vocational and Career Education. Supplemental curriculum will be developed and incorporated as needed.

Scheduling

Seminars may be scheduled at any time of the year that is convenient for employers, employees, and Work and Family program staff.

Enrollment

Work-site seminars may be organized to serve any size group. To encourage group interaction and growth, 12 to 15 individuals is the suggested seminar size, with an average daily attendance of 10 individuals being optimum. To file the initial VE-21 for program funding, a contract with one company for a seminar series must be obtained. This procedure should be used in cases where the first seminar is not offered within the first 30 days of program operation.

Personnel

The following requirements must be met to coordinate and teach the Work and Family program:

- Vocational home economics consumer homemaking certificate
- Minimum of three years of teaching experience at the secondary, adult, or postsecondary level, or business experience

In addition, the following characteristics are recommended to coordinate and teach the Work and Family program.

- Demonstrated leadership and administrative ability
- Successful experience in working with adults
- Public relations and promotional experience
- The coordinator and/or instructor must be approved through the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education. Only one coordinator and/or instructor may be approved for each Form VE-21. The coordinator and/or instructor must be employed for a minimum of 36 weeks within the fiscal year (25 hours per week).
- The coordinator and/or instructor must attend state-sponsored Work and Family inservice meetings and submit required reports.

This position is exclusively for the instruction and coordination of the Work and Family program. A minimum of 25 hours per week is for the development, promotion, implementation and follow-up of the Work and Family program.

Distribution of Coordinator and/or Instructor Time

It is the Work and Family coordinator's responsibility to coordinate and instruct the Work and Family program.

- Within the 25-hour weekly unit requirement, only Work and Family coordination and instruction are approvable.
- There should be a minimum of 10 businesses that contract for Work and Family seminars over a period of one year.
- In order to meet the minimum instruction requirement, time may be spent on needs assessment for a company, program customization, and program documentation and evaluation.

Other responsibilities of the coordinator and/or instructor are to

- Promote and advertise for the program
- Plan and implement the program
- Coordinate and cooperate with related programs, community agencies, and business and industry
- Market the program through the use of high quality locally developed promotional materials
- Develop and/or secure resource materials to supplement the curriculum
- Document program effectiveness and activities for program accountability
- Participate in professional development activities
- Attend and participate in state-sponsored meetings
- Organize and conduct advisory committee meetings
- Complete required state and local reports

APPENDIX A
1989-90 REIMBURSEMENT SCHEDULE FOR VOCATIONAL EDUCATION
SUPPLEMENTAL SERVICES AND ADULT PROGRAMS THAT MAY BE FUNDED
FROM FEDERAL FUNDS

NOTE: Reimbursement may be made from available vocational funds on the basis of the reimbursement schedule below. Personnel must be certificated in the area of reimbursement as listed in the State Plan for Vocation Education.

SERVICE/PROGRAM	DESCRIPTION	RATE
A. Local Directors of Vocational Education	Reimbursement may be made when: 1. Twelve or more full-time approved vocational teachers are employed (900 class hours of instruction in approved adult vocational classes will be counted as the equivalent of a full-time instructor); and 2. programs to be directed include two or more vocational service areas; and 3. the director is employed for a 12-month year.* No more than one secondary and one adult vocational director will be approved per VEPD for reimbursement except: - Decentralized sites with multiple instructional offerings located away from the main campus. - Central office vocational director with leadership and coordination responsibility over a multi-campus district. This policy applies to all newly appointed local vocational education directors appointed after July 1, 1988. Placement Director A placement director may be reimbursed provided there is no decrease in the guidance counseling staff employed from the preceding year. One placement director may be approved per VEPD for up to the first 75 vocational units and an additional placement director for each succeeding 75 vocational units or a major portion thereof.	$ 9,000.00
B. Superintendents of Joint Vocational School Districts	Reimbursement may be made for a 12-month year* for superintendents of a Joint Vocational School District who are certificated as a superintendent by the Division of Teacher Education and Certification of the Ohio Department of Education.	$10,000.00
C. Local Supervisors of Vocational Programs	Reimbursement may be made for a 12-month year* provided there are 8 approved full-time (or equivalent) reimbursed teachers under supervision, or for developmental purposes.	$ 8,000.00
D. Local Coordinators	Reimbursement may be made for a 12-month year* for coordinators as approved by the State Office.	$ 7,000.00
E. Vocational Education Planning District (VEPD) Guidance Programs	The funding of a Vocational Education Planning District (VEPD) is based on available allotments issued for a comprehensive Career Guidance and Counseling Program. The program must be organized and administered by a certificated counselor. It must be developed upon student/learner outcomes and designed to improve, expand, and extend career guidance and counseling programs. The program must meet the career development, vocational education, and employment needs of vocational education students and potential students. Funding is based on the total number of students (K-12) within a VEPD. The schedule immediately following on the reverse side of this page designates the amount a VEPD would receive, according to the K-12 enrollment.	

* NOTE: Twelve months is interpreted as a minimum of 48 weeks of assigned work exclusive of vacation time. Employment less than 48 weeks, but more than 44 weeks, will receive the appropriate prorated reduction. No person will be approved for less than 44 weeks for reimbursement.

APPENDIX B

SUPERVISORY REGIONS
for
VOCATIONAL HOME ECONOMICS

A. Lynne Hall
B. Barbara Nicol
C. Gene Todd
D. Cathy Scruggs
E. To be announced
F. Adel Riegel
G. Ruth Sarle
H. Linda Reece

Assistant Director: Joanna Kister

Rev. 5/90

Ohio Department of Education
65 S. Front Street, Room 912
Columbus, Ohio 43266-0308
(614) 466-3046

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APPENDIX C

Vocational Education Personnel Development Regions

District boundaries correspond with VEPD boundaries.

APPENDIX D

PERSONNEL DEVELOPMENT REGIONAL CENTER DIRECTORS

REGION	DIRECTOR	ADDRESS AND PHONE NUMBER
Northeast	Dr. Alice Darr	Kent State University Department of Technical and Vocational Education Room 300 White Hall Kent, Ohio 44242 (216) 672-2656
Southeast	Shirley Slater	Department of Industrial Technology Stocker Engineering and Technology Center Ohio University Athens, Ohio 45701 (614) 593-1451
Central	Dr. Kirby Barrick	The Ohio State University Department of Agriculture Education College of Agriculture 208 Agriculture Administration Building 2120 Fyffe Road Columbus, Ohio 43210 (614) 292-6321
Southwest	Dr. Kirby Barrick	The Ohio State University Department of Agriculture Education College of Agriculture 208 Agriculture Administration Building 2120 Fyffe Road Columbus, Ohio 43210 (614) 292-6321
Northwest	Dr. Don Bright	Bowling Green State University Business Education Department Bowling Green, Ohio 43403-0263 (419) 372-2902

APPENDIX E

IML LIST

Materials are available from the INSTRUCTIONAL MATERIALS LAB, The Ohio State University, 842 West Goodale Avenue, Columbus, Ohio, 43215 (614) 221-4950.

Payment must accompany all orders unless submitted on an official purchase order. Ohio purchase orders must include 5.5 percent sales tax or tax exempt number. Make checks payable to: Instructional Materials Laboratory.

HOME ECONOMICS

Advisory Committee handbook
HEAC.....1.25

Playschool Guide to Promote Parenting Instruction
HEPS.....3.00

Guidelines: Achieving Sex Equity
HESX.....3.00

Working with the Handicapped in the Vocational Home Economics Classroom
HEWWH.....5.00

CHILD CARE

Child Care Service Curriculum Guide
HECS.....15.00

Child Care Services - Course of Study
HEECO.....7.00

Child Abuse and Neglect - Job Training
HANJ.....2.00

FOOD SERVICE

Food Service Curriculum Guide
HEFS.....30.00

MULTI AREA

Multi-Area Job Training Curriculum Guide
HEMAJ.....3.50

ASSIGNMENT SHEETS

Child Care Service Assignment Sheets
HACH.....6.75

Fabric Service Assignment Sheets
HAFA.....10.00

Food Service Assignment Sheets
HAFO.....5.50

Community & Home Services Assignment Sheets
HACO.....8.50

ADULT VOCATIONAL HOME ECONOMICS EDUCATION

Adult Programs Manual of Operation
HEMA.....5.00

Family and Career Transitions Resource Guide
HEFACT.....35.00

Family Life Education Curriculum Guide
HEFL.....20.00

SEQUENCE FOR THE DEVELOPMENT OF VOCATIONAL EDUCATION PLANNING DISTRICTS WITH PRIDE FY91-93

PRIDE - VOCATIONAL EDUCATION PLANNING DISTRICTS FOR 1990-91

REGION I NORTH CENTRAL	REGION II NORTHEAST	REGION III SOUTHEAST	REGION IV SOUTHWEST	REGION V NORTHWEST	POSTSECONDARY/TECHNICAL COLLEGES
022 EUCLID C.	063 MAHONING CO JVS	040 GALLIA/JACKSON/ VINTON JVS	011 SPRINGFIELD/ CLARK CO JVS	039 PENTA CO JVS	MARION TECH COLLEGE
023 LAKEWOOD C.	090 CANTON C.	074 MORGAN L.	044 GREAT OAKS JVS	102 VANTAGE JVS	SINCLAIR COMMUNITY COLLEGE
024 MAPLE HTS. C.	094 STARK CO JVS	075 MID-EAST OHIO JVS	045 NORTHWEST L.	111 TRI-RIVERS JVS	NORTH CENTRAL TECH COLLEGE
027 CUYAHOGA VALLEY JVS	098 PORTAGE LAKES JVS	108 COSHOCTON CO JVS	103 WARREN CO JVS	121 TRI-STAR COMPACT	STARK TECH COLLEGE
					JEFFERSON TECH COLLEGE
					BOWLING GREEN STATE UNIVERSITY
					CENTRAL STATE UNIVERSITY

PRIDE - VOCATIONAL EDUCATION PLANNING DISTRICTS FOR 1991-92

REGION I NORTH CENTRAL	REGION II NORTHEAST	REGION III SOUTHEAST	REGION IV SOUTHWEST	REGION V NORTHWEST	POSTSECONDARY/TECHNICAL COLLEGES
020 CLEVELAND HTS./ UNIV. HTS. C.	052 AUBURN JVS	005 TRI-COUNTY JVS	009 HAMILTON C.	002 LIMA C.	LORAIN C. COMMUNITY COLLEGE
026 PARMA C.	053 MENTOR & W.E.C.	119 LANCASTER C.	013 W. CLERMONT L.	032 EHOVE JVS	LIMA TECH COLLEGE
105 WAYNE CO JVS	089 ALLIANCE C.	067 MEIGS L.	042 GREENE JVS	057 LORAIN C.	CINCINNATI TECH COLLEGE
113 PERRY L.	095 AKRON C.	115 CANTON C.	071 DAYTON C.	061 TOLEDO C.	CLARK STATE COMMUNITY COLLEGE
			117 GREENVILLE C.		CENTRAL OHIO TECH COLLEGE
					OHIO UNIV/CHILLICOTHE & ZANESVILLE
					UNIVERSITY OF YOUNGSTOWN

PRIDE - VOCATIONAL EDUCATION PLANNING DISTRICTS FOR 1992-93

REGION I NORTH CENTRAL	REGION II NORTHEAST	REGION III SOUTHEAST	REGION IV SOUTHWEST	REGION V NORTHWEST	POSTSECONDARY/TECHNICAL COLLEGES
003 ASHLAND CO/ W. HOLMES JVS	004 ASHTABULA CO JVS	035 COLUMBUS C.	008 BUTLER CO JVS	030 FOUR CO JVS	MUSKINGUM AREA TECH COLLEGE
021 E. CLEVELAND C.	064 YOUNGSTOWN C.	036 EASTLAND JVS	012 U.S. GRANT JVS	060 SYLVANIA C.	SHAWNEE STATE UNIVERSITY
092 MASSILLON C.	097 SIX DISTRICT COMPACT	038 SOUTH-WESTERN C.	072 MAD RIVER L.	083 PIONEER JVS	SOUTHERN STATE COMMUNITY COLLEGE
096 FOUR CITIES COMPACT	109 N. CANTON C.	086 SCIOTO CO JVS	077 PIKE CO JVS	116 MILLSTREAM CO-OP	HOCKING TECH COLLEGE
					COLUMBUS STATE COMMUNITY COLLEGE
					RIO GRANDE COMMUNITY COLLEGE

OHIO VETERANS CHILDREN'S HOME

PRIDE - VOCATIONAL EDUCATION PLANNING DISTRICTS FOR 1993-94

REGION I NORTH CENTRAL	REGION II NORTHEAST	REGION III SOUTHEAST	REGION IV SOUTHWEST	REGION V NORTHWEST	POSTSECONDARY/TECHNICAL COLLEGES
019 CLEVELAND C.	015 COLUMBIANA CO JVS	006 BELMONT-HARRISON AREA JVS	007 SOUTHERN HILLS JVS	001 APOLLO JVS	KENT STATE UNIVERSITY
025 MAYFIELD C.	078 MAPLEWOOD JVS	054 LAWRENCE CO JVS	069 UPPER VALLEY JVS	033 SANDUSKY C.	UNIVERSITY OF CINCINNATI
028 POLARIS JVS	100 WARREN C.	055 LICKING CO JVS	073 MONTGOMERY CO JVS	062 WASHINGTON L.	CUYAHOGA COMMUNITY COLLEGE
051 KNOX CO JVS	118 LORDSTOWN L.	070 SWITZERLAND OF OHIO L.	120 CENTERVILLE C.	082 MANSFIELD C.	WASHINGTON TECH COLLEGE
					EDISON STATE COMMUNITY COLLEGE
					WRIGHT STATE UNIVERSITY

OHIO DEPARTMENT OF YOUTH SERVICES

PRIDE - VOCATIONAL EDUCATION PLANNING DISTRICTS FOR 1994-95

REGION I NORTH CENTRAL	REGION II NORTHEAST	REGION III SOUTHEAST	REGION IV SOUTHWEST	REGION V NORTHWEST	POSTSECONDARY/TECHNICAL COLLEGES
031 DELAWARE CO JVS	016 E. LIVERPOOL C.	050 JEFFERSON CO JVS	010 MIDDLETOWN C.	056 OHIO HI-POINT JVS	MICHAEL J. OWENS TECH COLLEGE
066 MEDINA CO JVS	093 PLAIN L.	084 PICKAWAY-ROSS CO JVS	037 CENTRAL OHIO JVS	058 LORAIN CO JVS	NORTHWEST TECH COLLEGE
081 MADISON L.	099 TRUMBULL CO JVS	101 BUCKEYE JVS	043 CINCINNATI C.	059 OREGON C.	LAKELAND COMMUNITY COLLEGE
112 JACKSON L.	106 SPRINGFIELD L.	104 WASHINGTON CO JVS	107 OHIO VALLEY L.	085 VANGUARD-SENTINEL JVS	TERRA TECH COLLEGE
					OSU-AGRICULTURAL TECH COLLEGE
					BELMONT TECHNICAL COLLEGE
					UNIV OF TOLEDO/COMM & TECH COLLEGE

OHIO CENTRAL SCHOOL SYSTEM - ADULT CORRECTIONS

3-1-90

APPENDIX G

GLOSSARY

Occupational Analysis
This is a process of examining an occupation and listing the performance skills, i.e. tasks, and knowledge that the occupation requires.

Course Outline
This is a list of tasks selected to be taught in the local program. Selection is made by the local supervisor, the instructor, and advisory committee members after analyzing the occupational data. The tasks should be verified with local business and industry persons. For instructional purposes, the tasks are assigned to a specific grade level and are grouped and sequenced.

Scope
This activity is to put together series of skills that are in a major duty or job heading. This activity is a preliminary step to planning the laboratory and related instruction and the classroom and laboratory activities.

Sequence
The sequencing of the tasks is to arrange them into the most appropriate order for efficient and effective learning by the students. The sequence may be by a) order of first need, b) order of the normal job sequence, c) order of frequency of use, d) order of simple to complex, and e) order that builds each new task on something the student can already do.

Group
A group is a series of tasks and modules brought together for instructional purposes and placed in a general time frame.

Schedule
A schedule is a timed plan for the rotation of students through the practice of a series of tasks or modules. This rotation assures that all students may use all equipment (which often is in limited quantities) within the instructional period in order to perfect the skills necessary for occupational success.

Content
This is the related technical knowledge that a worker needs to know in order to perform the manipulative tasks of the occupation and to adjust to changes brought about by technological developments. The content may be taught through either group instruction or individualized instruction.

Group Instruction
This is content common to all job stations/work sites sequenced by order of most basic, first need, or simple to complex. This information is taught during a portion of the total related class time to the entire class.

Individualized Instruction
This is content that is specific to a job station/work site that is taught during the remaining portion of related class time through individualized assignments correlated directly to the tasks performed on assigned job stations/work sites.

Instructional Strategies
These are methods of planning, organizing, manipulating, and integrating facilities, equipment, instructional aids, materials, time and students within the limits of school policy for the purpose of teaching tasks and related content.

APPENDIX H

LIAISON LIST

SPECIALIZATION	ADDRESS
Career Development	Ohio Department of Education Career Development Service Ohio Career Information Service 908 Ohio Departments Building 65 South Front Street Columbus, Ohio 43266-0308 (614) 644-6771
Certification	Ohio Department of Education Division of Teacher Education and Certification 1012 Ohio Departments Building 65 South Front Street Columbus, Ohio 43266-0308 (614) 466-3593
Civil Rights	Mr. Curtis L. Lewis OCR Compliance Coordinator Ohio Department of Education 918 Ohio Departments Building 65 South Front Street Columbus, Ohio 43266-0308 (614) 466-4835
Handicapped Equity	Mr. Lawrence Dennis Special Education Liaison Ohio Department of Education Division of Vocational and Career Education 908 Ohio Departments Building 65 South Front Street Columbus, Ohio 43266-0308 (614) 466-5718
Instructional Materials Laboratory	The Ohio State University 287 Arps Halls 1945 North High Street Columbus, Ohio 43210-1172 (614) 292-5001 To Place an Order: IML Business Office/Warehouse 842 West Goodale Boulevard Columbus, Ohio 43212 (614) 221-4950

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Sex Equity	Connie Blair Sex Equity Supervisor Ohio Department of Education Division of Vocational and Career Education 907 Ohio Departments Building 65 South Front Street Columbus, Ohio 43266-0308 (614) 644-6238
Wage and Age Guidelines	U.S. Department of Labor Wage and Hour Division 200 North High Street Room 646 Columbus, Ohio 43215 (614) 469-5677
	Ohio Department of Industrial Relations Division of Prevailing Minimum Wage and Minors 2323 West Fifth Avenue P O Box 825 Columbus, Ohio 43216 (614) 481-5415